

PORTRAIT OF INDONESIAN VOCABOLARY IN WRITING SKILLS: CASE STUDY OF DARUL MAAREF SCHOOL FOUNDATION, THAILAND

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Article Info	Abstract
Article History Received: November 2023 Revised: December 2023 Published: January 2024	<i>Indonesian is an asset for the Indonesian nation which is always maintained both in the realm of Education and non-Education. Therefore, Indonesian is expected to be global for other countries. Related to this, the Indonesian program for Foreign Speakers (BIPA) as a bridge in introducing the language to the world, namely through four language skills. One of them is writing skills. This study aims to determine students' ability to write Indonesian vocabulary through the Indonesian teaching program for foreign speakers (BIPA) at Darul Maaref School Foundation, Satun, Thailand. This research method is descriptive qualitative with a case study approach. The results of the study found that written language errors in Darul Maaref School Foundation students included the use of incomplete sentence types, namely 11 data, word arrangement 3 data, capital letters 96 data, pronouns 1 data, prepositions 15 data, word choice 27 data, spelling 46 data, hyphen 3 data, and affix 2 data. The factors causing students' written language errors are caused by the influence of spoken language, students have not fully understood Indonesian grammar, students have not carefully written Indonesian, and BIPA learning has not been effective. Related to these findings, BIPA teaching materials are needed by emphasizing Indonesian that are in accordance with the rules of Indonesian Spelling (EBI) and presented as innovative and fun BIPA learning for students.</i>
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INTRODUCTION

Indonesian is an asset of the Indonesian nation that must always be maintained both in the world of education and non-education (Inderasari & Agustina, 2017). Chaer (2003:30) di dalam (Rina Devianty, 2017). Efforts to advance the existence of Indonesian today are increasingly receiving attention from the Indonesian government both at home and abroad (Sutanto et al., 2020) Domestically, language exhibitions, art performances, language competitions that are often held both nationally and regionally, make Indonesian more advanced. Indonesia's strategic position with a variety of Indonesian cultures, flora and fauna makes the international world interested in our country. In addition, foreign countries that have interests in technology, transportation, economy, tourism and even politics in our country make our country one of the countries worth going to, thereby increasing the interest of foreign countries to study Indonesian (Nisa', 2022) This is evidenced by the fact that in Vietnam, Indonesian is a second language that is parallel to English (Rohimah, 2018). Furthermore, on November 20, 2023, during the plenary session of UNESCO has also determined Indonesian to be the 10th official language of the UNESCO General Conference (Kemendikbud, 2023) That way the existence of Indonesian in the international arena is unquestionable. In line with that,

one of the government's efforts to internationalize Indonesian is through the Indonesian program for Foreign Speakers (BIPA) (Nisa', 2022)

The Indonesian Program for Foreign Speakers (BIPA) is a bridge for the world to get to know and understand Indonesia (Artating & Novytasari, 2019) The BIPA program itself is an Indonesian language skills learning program which includes speaking, writing, reading, and listening skills for foreign speakers. Introduction to Indonesian culture is also included. BIPA learning requires the right learning method, and interesting learning media so that they easily understand that learning Indonesian not difficult. Thus, it becomes a challenge for a BIPA teacher to be able to create effective learning classes so that foreign speakers who study Indonesian feel at home and attract their curiosity to continue learning Indonesian. The task of the teacher is not only to convey knowledge but more complex. As a facilitator, teachers must have good communication skills. This is related to the ability of a teacher to deliver material with communicative language to students, which ability greatly affects the understanding and mastery of student material (Zulfa, 2019) One of the countries studying Indonesian is Thailand.

Thailand is a country that opens opportunities for its people to learn and use Malay/Indonesian language. Since the 1980s Indonesian teaching has been taught in Thailand, especially in Islamic schools in Southern Thailand, before the ASEAN community was announced (Djusmalinar, 2020). In fact, because of the popularity of Indonesian, many students from Southern Thailand take dharmasiswa scholarships to Indonesia and apply to study Indonesian (Iswidodo, 2010) In response to the high enthusiasm of the Thai people for Indonesian, the Ministry of Education and Culture sent BIPA lecturers and final students to teach internships Indonesian, especially in Southern Thailand. Due to the Indonesian taught by BIPA teachers, many schools want cooperation (MOU) dengan universitas yang mengirimkan mahasiswa magang (Djusmalinar, 2020). However, this program stagnated due to the Covid-19 outbreak in almost all parts of the world, which resulted in the spread and teaching of BIPA in Thailand temporarily suspended.

In line with that, the University of Muhammadiyah North Sumatra as one of the best private campuses in Sumatra has one of the programs, namely KKN Pendidikan (KKN-dik), International Partnership for Independent Learning, Independent Campus, Faculty of Teacher Training and Education (FKIP) UMSU which is intended to prepare prospective teachers as knowledgeable, reflective practitioners and leaders who behave ethically and professionally both at home and abroad. From this program, researchers had the opportunity to conduct KKN as well as research at the KKN site which coincided with the Darul Maaref School Foundation, Thailand in September 2023. This is a form of implementation of cooperation between FKIP UMSU and *the Association of Islamic Private Schools, Satun, Thailand* (Eriska, 2023).

People in Southern Thailand, especially Satun Province, daily use two languages, namely *Siamese* (Thailand) which is the official language of Thailand and Malay. This makes it easier for researchers to conduct research because Indonesian was born from Malay, so that more or less the students were able to understand the sentences delivered by the researcher and the research went smoothly. Thai people who can speak Malay can be found in several provinces located in Southern Thailand, which borders Malaysia, namely *Pattani, Yala, Narathiwat*, and several areas in *Songkhla* known as the Patani Malay Dialect (BMDP) and Satun province is introduced to Kedah Dialect Malay or Satun Dialect Malay (BMDS) (Menjamin, 2021). Satun is a province located in Peninsular Malaysia and borders the Andaman Sea west of Thailand. To the north it is bordered by Trang province, Songkhla province to the east and Kuala Perlis, Malaysia to the south. Satun is also known as "*Mukim Setul*".

Darul Maaref School Foundation is located in Khuan Sato, Khuan Don District, Satun Province, Thailand. It is an Islamic school that has been established for more than 50 years in Satun Province, and is a school that belongs to the *Association of Islamic Private Schools* in Satun, Thailand. Students learn general knowledge, religious science, as well as various

linguistics, which makes students have a lot of knowledge in their respective fields. According to the confession of the teacher among, before researchers came to the school there were teachers to teach Indonesian to the Darul Maaref School Foundation. Thus, more or less students have heard or studied Indonesian. Based on that, researchers are interested in examining students' written language skills.

Four aspects of language skills taught in BIPA learning are listening skills, speaking skills, reading skills and writing skills (Jovita et al., 2019) The four skills are basically a whole. However, in learning each person has a different ability to receive and understand learning. Writing skills are skills used for oral communication with others (Zalukhu et al., 2023) Writing is a very important activity in life. Writing is a person's ability to convey their inspiration and ideas through a text (Marlani & Prawiyogi, 2019). Writing skills are very important in the process of learning and teaching languages (Haerazi et al., 2018). Through writing skills, one can produce works in the form of writing.

Ulla and Mark (2014: 40) in (Wijayanti & Siroj, 2020) revealed that language error analysis is a procedure to classify and explain the form of written language errors made by second language learners. Language errors are language deviations that occur and are not in accordance with Indonesian rules (Ariyanti, 2019) This is due to language contact that occurs when language speakers use a second language as the main language (Permatasari et al., 2019) Not only speaking, there are also many mistakes in writing skills. Bilingual speakers will be affected by their first language when writing their second language. Writing is a person's activity in pouring what he thinks in the form of writing (Yuniar et al., 2020) Writing is also an expressive and innovative activity that utilizes grammar (Putri, 2023) In addition, writing is also used to communicate indirectly without face-to-face (Najib, 2023)

Within the realm of writing, instances of errors, specifically language errors, are prevalent. These errors stem from the use of language that proves challenging for students to comprehend (Erickson, 2022). The inability to grasp the language employed contributes to a cascade of mistakes. This is underscored by Asni et al. (2018), who contend that these mistakes, when they occur, impede student performance, impinging on their capacity to articulate their knowledge in written form. Grisot (2021) further categorizes the errors made by students in writing as performance errors, emphasizing their detrimental impact on overall academic achievement. Erickson (2022) introduces the concept of an "error in competence," signifying instances where errors in writing elude recognition and correction. This underscores a critical dimension in the process of learning language, wherein persistent mistakes, if not identified and rectified, contribute to a deficiency in linguistic competence. Thus, within the purview of language acquisition, errors in writing emerge as an inherent and recurrent aspect of the learning trajectory. The acknowledgment and comprehension of these errors become integral components of effective pedagogical approaches, aimed at fostering linguistic proficiency and addressing the challenges encountered by students in the course of their written expression endeavors.

Richard (1974: 174) argues that language errors are not only caused by mother tongues, but also by language generalizations that ignore grammatical rules, incomplete rules, and due to developmental errors. By understanding language errors, a teacher will understand the problems experienced by students in learning (Aristiawan, 2019) That way, teachers can give feedback to students. With language error analysis, BIPA teachers can understand students' abilities. In addition, by understanding errors, BIPA teachers can design appropriate strategies to improve learners' writing processes and products in BIPA learning, and language production cognitive process problems can be calculated when analyzing a series of grammatical errors.

In line with this, the foundation of this research is to determine students' ability to write vocabulary Indonesian, and forms of written language errors through the Indonesian teaching program for foreign speakers (BIPA) at the Darul Maaref School Foundation, Satun, Thailand.

This research is expected to provide an understanding to BIPA teachers about the importance of language skills, especially writing vocabulary taught to foreign learners. Furthermore, other researchers are expected to be used as a reference in the implementation of further research on learning to write vocabulary Indonesian.

RESEARCH METHOD

Research Design

The present investigation is characterized as a descriptive qualitative study, employing the research strategy of a case study. This research design, as articulated by Creswell in Duff (2008), involves the meticulous examination of a specific case or multiple cases over an extended period. The focus is on in-depth data collection, encompassing diverse information within various contextual frameworks. The methodological underpinning of case study research facilitates a nuanced exploration of intricate phenomena within their natural settings, allowing for a comprehensive understanding of the subject matter (Duff, 2008). In this study, data emanate from a triad of sources, namely classroom learning events, informants, and pertinent documents. The sampling technique employed is Purposive Sampling, strategically selecting participants based on their relevance to the research objectives. The ensuing data collection process entails a combination of interview techniques, direct observation, and document analysis. This multifaceted approach ensures a holistic exploration of language errors within the writing aspect of participants enrolled in the Indonesian Language for Foreign Speakers (BIPA) program. To enhance the robustness of the findings, data validity is pursued through the triangulation of data sources, affording a more comprehensive and corroborated perspective on the observed language errors. The subsequent data analysis phase is dedicated to a meticulous examination of language errors manifested in the written expressions of BIPA students. Through this methodological framework, the study aims to provide an insightful and nuanced portrayal of the linguistic challenges faced by BIPA students in their written communication, thereby contributing to the broader discourse on language acquisition and pedagogical practices.

Instruments

The examination of writing proficiency among 40 participants enrolled in the BIPA program was conducted through a writing test administered in four distinct classes. This evaluative instrument was administered by the researchers within the framework of the BIPA program introduction, and the test outcomes were meticulously collected to discern the prevalent writing errors exhibited by the participants. Collaborating with Indonesian Malay instructors, who concurrently provided translation support into Thai, the researchers assumed the role of tutors during the test administration. The writing test involved the generation of simple vocabulary and sentences by the research participants, thereby capturing a representative sample of their language capabilities in the nascent stages of the BIPA program.

The instruments employed for the writing test were systematically structured in the form of student worksheets. Subsequent to the completion of the writing test, a non-formal interview was conducted with a cohort comprising 7 female and 7 male participants, all of whom were selected from diverse classes within the BIPA program. The primary objective of this interview was to elucidate the diverse rationales underlying the participants' writing errors as manifested in the produced worksheets. Key areas of inquiry encompassed an exploration of potential correlations between writing errors and the participants' first language, as well as an investigation into other contributing factors. Through this non-formal interview process, the researchers aimed to gain a nuanced understanding of the multifaceted influences on the participants' writing proficiency, shedding light on linguistic and contextual elements that may contribute to observed errors in their written expressions.

Data Analysis

The data of this study consists of writing errors that result in vocabulary or sentences followed by some reason that causes the error to occur. Therefore, the process of analyzing writing errors and the reasons that led to them is elaborated inductively and interpretively. Data is taken directly in the form of student worksheets. In this study, researchers assisted Darul Maaref School Foundation's Malay language teacher to translate into Thai to students. As for the steps in data collection, the researcher showed videos about Indonesian culture to students using TV media connected to the researcher's laptop in their respective students' classes, students paid attention and asked the researcher about words they did not understand. Then the researcher introduced the students to simple verbs Indonesian and spoken by the researcher and asked them to repeat the words spoken by the researcher. With several verbs that have been spoken and studied, the researcher asked students to make sample words, then sample sentences from these words on a worksheet. Then the worksheets are collected. Researchers will listen to the data and analyze it to determine the accuracy or writing errors, then documented in the results of the writing accuracy research to see the ability of students in BIPA introduction and learning.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research was carried out in the BIPA classroom through two stages of activities as follows.

Phase I

In the instructional approach adopted, the researchers initiated the pedagogical intervention by introducing fundamental aspects of Indonesian language at a basic level, with a thematic focus on "Verbs." The delivery of this linguistic content was facilitated through the utilization of YouTube media, seamlessly integrated with classroom television resources. This multimedia strategy was employed to enhance the didactic experience and promote a dynamic learning environment within each classroom setting. Following the instructional session, during which the researchers elucidated the key concepts related to verbs, each student was tasked with the cognitive challenge of recalling and documenting ten verbs from the instructional materials in their respective textbooks. The subsequent data collection process involved the systematic gathering of these written responses from each student. This methodological procedure was designed to assess and document the students' retention and comprehension of the introduced linguistic content. The incorporation of both multimedia resources and interactive, participatory tasks aligns with contemporary pedagogical strategies aimed at fostering effective language learning. This multifaceted approach seeks to engage students cognitively through exposure to visual and auditory stimuli, promoting a comprehensive understanding of the linguistic material. The subsequent analysis of the collected verb lists contributes valuable insights into the efficacy of the instructional methodology employed, informing potential refinements for future language education initiatives. After analyzing the results of BIPA learners' writing about simple vocabulary, several written language errors were found which are described in the form of table 1 below.

Table 1
Early Stage Student Work Outcomes

NO	Class	Number of Students	Correct Vocabulary Frequency	Frequency of spelling errors
1	4-2 (male)	10 persons	93 words	7 words
2	5-2 (female)	10 persons	92 words	8 words
3	5-4 (male)	10 persons	99 words	1 words
4	5-5 (female)	10 persons	98 words	2 words

Based on table 1 on the side of male students, grades 4-2 are superior in writing Indonesian vocabulary compared to grades 5-2 with errors of 7 words, while grades 5-2 are 8 words. These written language errors include confusion between the letters n and h, the letters j and i, the letters m and n, and the letters ng and ny. Furthermore, writing the letter a which should be written the letter u, writing the letter t which should be written r, and writing the letter d which should be written letter b. This is because of the slight resemblance between the letters. Also because there is no writing ng and ny in Thai, so it is a little confusing for students. Meanwhile, female students 5-4 are superior to grades 5-5 because there is only 1 written language error in the class, while there are 2 wrong words in grades 5-5. The written language error is the lack of letters in the word (*menonton*) on the student's worksheet, the student concerned only writes the word (*menonto*). There is also a typographical error between the letters n and h and the letters b and d. Examples of each error are described in detail in table 2 below.

Table 2
Examples of Word Writing Errors

NO	Error Examples	The Right Word
1	Belajat	Belajar
2	Membada	Membaca
3	Menonto	Menonton
4	Mundi	Mandi
5	Berngangi, bernyamyi	Bernyanyi
6	Berjalah, Barjalan	Berjalan
7	Belania	Belanja
8	Berenamg, herenang	Berenang
9	Makam	Makan
10	Mengajan	Mengajar
11	Mengajan	Mengajar

Phase II

After conducting the first study on vocabulary acquisition in the form of verbs by students of Darul Maaref School Foundation, Thailand, researchers conducted further research on sentences. Researchers asked students to create simple sentences with verbs they had previously acquired within a predetermined time, which was one hour. First, 40 students' writings were collected and analyzed, then given different colors based on the type of writing language errors on the student worksheet. Then, those errors are calculated and entered into Microsoft Office Excel for further analysis. Errors of the same type in the BIPA learner's text are still counted as one error (for example, if there is a misspelling of a reading word and occurs five times, then the misspelling of this reading word is only counted as one misspelling). If there is a misspelling with a different word, the error is added to the calculation of the number of errors. Using Microsoft Office Excel 2021, researchers calculated the frequency and percentage of errors in the writing of BIPA learners.

To make it easier to read the data, the frequency and percentage of errors are presented in the form of graphs generated from Microsoft Office Excel 2021 calculations. Informal interviews with BIPA learners were conducted after they wrote sample sentences from verbs they had learned to obtain information about the factors causing BIPA learners' written language errors. In addition, researchers also discussed with teachers in the field of Malay studies who can speak Indonesian related to difficulties in learning Indonesian for him and possible difficulties felt by students as well. Writing errors in student work are calculated based on the number per one correct sentence, not per wrong word in sentence writing. The following is a table of student work in the second or final stage.

Table 3
Phase II student Work Results

NO	Class	Number of Students	Correct Sentence Frequency	Frequency of spelling errors
1	4-2 (male)	10 persons	79 sentence	21 sentence
2	5-2 (female)	10 persons	73 sentence	27 sentence
3	5-4 (male)	10 persons	59 sentence	41 sentence
4	5-5 (female)	10 persons	63 sentence	37 sentence

Based on table 3, it appears that class 4-2 is still superior to class 5-2 with only 21 sentences of errors, while classes 5-2 have 27 sentence errors. Errors in writing these sentences include the use of the word *tahu* which should be written with the word *bisa*, writing the letter h which should be the letter n, confusion between the letters a and e, lack of letters in words such as *sekolah*, which students write with the word *sekola*. As well as some other errors that will be described in the next table. As for female students, grades 5-5 are superior to grades 5-4, with 37 writing errors, while in grades 4-4 there are 41 sentence errors. These writing errors include the use of the word *fried*, which is written as *goreg*, the writing of the word *susu*, which is instead written *zuzu*, the word *seorang*, which is written with the word *seorng* and several other errors. In addition, in grades 5-4 and 5-5 many sentences are not done, thus reducing the assessment points, even though the time given to do the assignment is the same, which is one hour.

Furthermore, a detailed analysis of written language errors that have been made by students was found, 9 errors were found. These written language errors include incomplete sentences, word order, capital letters, pronouns, prepositions, word choice, spelling, hyphens, and affixes. The following is a table of language errors in writing sentences Indonesian students of Darul Maaref School Foundation, Satun, Thailand.

Table 4
Examples of Sentence Writing Errors

NO	Error Type	Error Examples
1	Spelling	<i>Kami minum zuzu</i> <i>Menonton film dengan seorng teman</i>
2	Capital letters	<i>Saya suka Minum susu</i> <i>Amsan Belajar di sekolah</i>
3	Affix	<i>Saya menulis berkerja rumah</i> <i>Hadi bernyanyikan karouke</i>
4	Incomplete sentences	<i>Guru – guru Indonesia mengajar sangat menyenangkan</i> <i>Habsoh makan sehat</i>
5	Preposition	<i>Adik dia berenang dalam laut</i> <i>Saya tidur dalam bilik</i>
6	Conjunction	<i>Warid tidur yang rumah</i> <i>Taosan Berenang yang laut</i>
7	Word choice	<i>Kami mandi di tasik itu</i> <i>Menonton dalam bilik tidur</i>
8	Pronoun	<i>Saya menonton serialnya (nya disini bermaksud film itu)</i>
9	Word Order	<i>Mandi lambat sangat</i>

Table 4 presents a comprehensive overview of the distinct types and frequencies of written language errors evident in the compositions of learners affiliated with the BIPA Darul Maaref School Foundation. Notably, a discernible discrepancy emerges in the occurrence of these errors, with variations in the frequency of different error types. Specifically, incomplete

sentence structures account for 11 instances, word arrangement discrepancies manifest in 3 occurrences, capitalization errors are observed in 96 instances, pronoun misuse is identified in 1 instance, prepositional errors total 15 instances, word choice imprecisions amount to 27 instances, spelling errors are prevalent in 46 instances, conjunction-related discrepancies are noted 3 times, and affix-related errors are present in 2 instances. To offer a visual representation of the distribution of these errors, Figure 1 delineates the frequency of written language errors among BIPA learners graphically. This illustrative representation serves as a supplementary analytical tool, allowing for a more intuitive comprehension of the relative prevalence of distinct error types within the dataset. Figure 2, on the other hand, furnishes additional insights by presenting the percentage distribution of each written language error type among BIPA students, specifically those affiliated with the Darul Maaref School Foundation in Satun, Thailand. This nuanced breakdown of error percentages augments the quantitative findings from Table 4, contributing to a more comprehensive understanding of the prevailing written language challenges encountered by BIPA learners in this particular educational context.

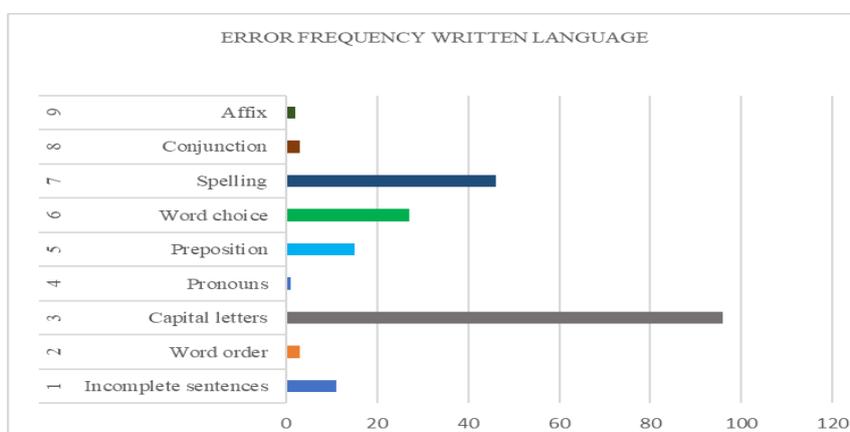


Figure 1. Frequency of Student Written Language Errors

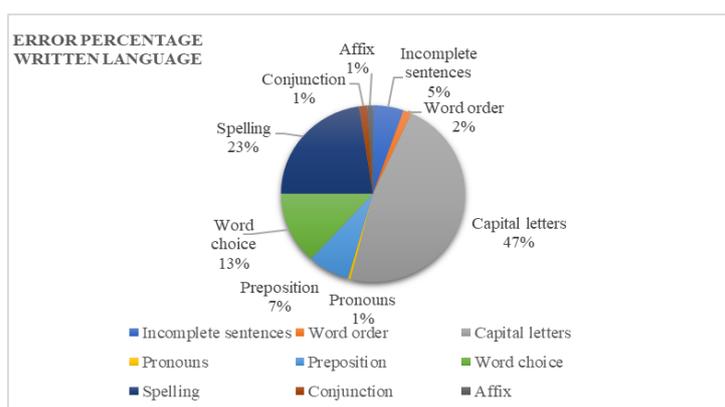


Figure 2. Percentage of Student Written Language Errors

Discussion

The study found that written language errors made by students of Darul Maaref School Foundation, Thailand were divided into two stages, which consisted of word writing errors in stage I and sentence writing errors in stage II. In stage I, word writing errors include lack of letters in writing words, and confusion between writing letters that are similar to letters b and d, letters n and h, letters i and j, letters r and t, as well as letters a and you. In addition to these letters, the writing ng and ny are also often found. This happens because in Thai, there is no combination of these letters. Mistakes in stage I, are for example the words *belajar* and

bernyanyi. "*Belajat*", the word should be written as "*belajar*". According to the statement of the student who made the typographical error, the letters r and t look similar. This makes the student concerned experience the mistake of distinguishing the two letters and makes him make mistakes. Something similar happened to the writing of the word "*berngangi*", which should be written with the word "*bernyanyi*". As the researcher has said before, this is because in Thai, there is no combination of the letters *ng* and *ny*, this makes the student concerned experience writing errors. This is in line with research conducted by (Rosalina & Maspuroh, 2022) which found a type of error in the form of a word writing error made by students of the BIPA program at Singaperbangsa University Karawang. Rosalina found the word "*ribi*" in the writings of BIPA students, which should have been written with the word "*ribu*". A similar discovery was also made by (Jovita et al., 2019) who examined language errors in Thai students at the BIPA program at the University of Muhammadiyah Sukabumi who found a form of writing error, namely the word "*scurity*" which should be written "*sekuriti*" in Indonesian. Jovita found a mistake in the form of mixing English in Indonesian writing by BIPA Thailand students.

Furthermore, in stage II, researchers found written language errors in the form of sentence writing errors. This writing error was found in 4 classes that became the research sample, namely grade 4-2, grade 5-2, grade 5-4, and grade 5-5. Of the 4 classes that were sampled in the study, grades 5-4 were the classes that made the most writing errors, which was 41 sentences. As for the class that made the fewest writing errors, namely classes 4-2 who made 21 writing errors. Errors found include incomplete sentence type errors occurring 11 data, word arrangement 3 data, capital letters 96 data, pronouns 1 data, prepositions 15 data, word choice 27 times, spelling 46 times, conjunctions 3 data, and affixes 2 data.

For example, in an incomplete sentence error, namely the sentence "*Habsoh makan sehat*", which should be written with the sentence "*Habsoh makan makanan sehat*". There was a sentence error in the form of an incomplete sentence. The word "*makan*" and the conjunction "*yang*" should be used to perfect the sentence so that it can be an effective sentence. Lack of vocabulary skills is the cause of this error. Although the sentence "*Habsoh makan sehat*" can be understood, but to make it an effective sentence, some words must be added to improve the sentence for the better. For example, research (Rosalina & Maspuroh, 2022) found errors in the sentence "*Ia me ngenakan gaun ungu desainer*", which should be written with the sentence "*Ia mengenakan gaun ungu rancangan desainer*". The sentence was incomplete because the study subjects wrote the word "*mengenakan*" with a space in the middle to become "*me ngenakan*" and the lack of the word "*rancangan*" to perfect the sentence.

Furthermore, the language error is written in the wording category, namely in the sentence "*Farhana mandi lambat sangat*", which should be written with the sentence "*Farhana mandi sangat lambat*". The word "*sangat*" should be written before the word "*lambat*", in order to be the correct Indonesian sentence. Students make these writing mistakes because they are influenced by Malay which usually writes sentences in that order. Similar research findings were conducted by (Siagian, 2017) who found word arrangement errors in one of the research objects. The wording is contained in the sentence "*Saya suka musik banyak*", which should be written with the sentence "*Saya suka banyak musik*" to be a sentence that is in accordance with the rules of writing Indonesian.

Then written language errors in the capital letter category which became the category with the most writing errors in this study, which was 96 errors. An example is the sentence "*Amsan Belajar di sekolah*", which should be written with the sentence "*Amsan belajar di sekolah*". The error occurs because the word "*belajar*" does not need to be capitalized. Similar research findings were found by (Inderasari & Agustina, 2017) who found the phrase "*Pertamakali Sebelum Raya Aku Sangat Suka Karena Boleh Pakai Baju Baru*". The subjects of the study used capital letters throughout the first letter of the word in the sentence written. In addition to capital letters, there are also other errors found in this sentence such as the placement of spaces,

word order, word choice, and affixes. If written correctly then the appropriate sentence is *“Aku sangat menyukai hari raya, karena untuk pertama kalinya aku bisa memakai baju baru”*.

Then the written language error at the level of pronouns, can be seen in the sentence *“Saya menonton serialnya”* (he here means the film). It should be when writing nouns of nouns, to use the pronouns *ini, itu, or tersebut*. While the pronomina is intended for the pronoun owner, for example his, himself, and others. The correct sentence is *“Saya menonton serial itu”*. The same thing was also found by (Pariyanto, Sudarwati, 2019) who found the same type of error. It is contained in the sentence *“Saya selalu sarapan pagi bersama keluarganya”* (what is meant is his own family). What should be written with the sentence *“Saya selalu sarapan pagi bersama keluarga saya”* or if using pronouns can be written with the sentence *“Aku selalu sarapan pagi bersama keluargaku”*.

Furthermore, written language errors in prepositions are found in the sentence *“Saya tidur dalam bilik”* which should be written with the sentence *“Saya tidur di dalam kamar”*. In this sentence the lack of the preposition “di” and the error of the choice of the word “bilik” in the Indonesian should be written with the word “kamar”. As the data found in the *“Jam 6 saya dan teman-teman berangkat di rumah ke kebun teh”* which should be written as *“Pukul 6 saya dan teman-teman berangkat dari rumah ke kebun teh”*. Errors occur in the choice of words in the word “jam” which should be written with the word “pukul” and errors in the preposition “di” which should be written with the preposition “dari”.

Then the written language error in the type of word choice, found in the sentence *“Kami menonton dalam bilik tidur”* which should be written with the sentence *“Kami menonton di dalam kamar tidur”*. The error of this sentence lies in the absence of the preposition “di” and the choice of the word “bilik tidur” which should be written with the word “kamar tidur”. This is due to the mixing of Malay language used by students into Indonesian which resulted in writing the word “kamar” into the word “bilik”. Likewise, data findings conducted by (Kusuma & Kayati, 2023) found errors in the sentence *“Banyak orang benar dengan tidak hubungan korupsi”* which should be written with the sentence *“Banyak orang baik yang tidak melakukan korupsi”*. In this finding, Kusuma found that the wrong choice of the word “benar” should have been written with the word “baik” and the word “hubungan”, which should have been replaced with the word “melakukan”.

Furthermore, language errors are written in the type of spelling, such as in the sentence *“Menonton film dengan seorng teman”* which should be written with the sentence *“Menonton film dengan seorang teman”*. It was found that the spelling error of the word “seorng” should be written with the word “seorang”, the lack of the letter “a” resulted in a spelling error in written language. As well as the findings made (Rosalina & Maspuroh, 2022) which found errors in the sentence *“Ini sebenarnya adalah resep yang sangat sehat”*, which should be written with the sentence *“Ini sebenarnya adalah resep yang sangat sehat”*. There was a misspelling of the word “actually” which should have been written with the word “sebenarnya”.

Furthermore, written language errors in the type of conjunction, listed in the sentence *“Warid tidur yang rumah”* which should be written with the sentence *“Warid tidur di rumah”*. The placement of the conjunction “yang” between the words “tidur” and “rumah” is not appropriate, in that sentence it is more appropriate to put the preposition “di” so that it becomes a good sentence. As in the findings (Pariyanto, Sudarwati, 2019) in the sentence *“Saya suka pergi di sekolah”* which should be written *“Saya suka pergi ke sekolah”*. The error lies in the choice of the conjunction “di” which should be written “ke”.

And finally, the writing error in the type of affix, namely in the sentence *“Saya menulis berkerja rumah”*, the correct sentence is *“Saya menulis pekerjaan rumah”*. The word “berkerja” with the affix *ber-* does not fit the context of the sentence, the corresponding affix

is *pe-* and *-an* which becomes the word "*berkerja*". Similarly, the data findings conducted by (Siagian, 2017) who examined the written language errors of students at Yale University, USA who found a similar error, namely in the "*Kerispatih rindu Rizki dan dia ingin lihat Rizki lagi*" which should be written with the sentence "*Kerispatih merindukan Rizki dan dia ingin melihat Rizki lagi*". In this sentence, the research subject did not use affixes so that the sentence written became ineffective. Errors – errors in writing words and sentences are caused by various factors.

Based on data findings and informal interviews with students and discussions with civil service teachers, factors were found to influence this. Among them is the effect of spoken language. BIPA learners are influenced by Malay when writing in Indonesian. Malay is the language of BIPA students in Southern Thailand, especially the teaching area, namely Satun. In addition, Malay is a compulsory subject in schools. This makes it difficult to distinguish between Malay and Indonesian. For example, writing "*Masa cekgu mengajar*" the sentence that should be in Indonesian is "*Ketika guru mengajar*". There is a written language error because some students still do not fully understand that Malay and Indonesian have differences. Furthermore, BIPA students do not fully understand Indonesian. Indonesian that are good and correct according to Indonesian Spelling (EBI) have not been understood by students, they only learn Indonesian at a glance from researchers, and some students who have received BIPA lessons in their schools from BIPA teachers from Indonesia who also did not last long. So that the language they understand is just vocabulary or simple sentences. For example, "*Saya tidur pagi*" should be written "*Saya tidur di pagi hari*". BIPA learners are still negligent or careless in writing Indonesian. For example, many students misspell Indonesian such as writing the word "*seorng*" which should be "*seorang*", the word "*zuzu*" which should be "*susu*" and others. They only write the words they hear regardless of the correct writing. Then the BIPA teaching is not yet effective and efficient. The time given by researchers to teach BIPA to students is not long, so it is natural that students do not understand much Indonesian. This has resulted in many written language mistakes made by BIPA students.

In accordance with several previous studies such as (Agustina & Oktavia, 2019) dan (Pariyanto, Sudarwati, 2019) also (Hudhana et al., 2021) show that factors that influence written language errors are the influence of spoken language and lack of understanding of full Indonesian, as well as the lack of effective BIPA teaching. This study also found that errors in the use of capital letters and spelling are written language errors that dominate the writing of Darul Maaref School Foundation students, Satun, Thailand. The results of research by (Rosalina & Maspuroh, 2022) by BIPA students of Singaperbangsa University Karawang also found the most common type of language error, namely sentence structure errors. Related research was also conducted by (Alifiani & Mujianto, 2023) who examined the non-standardization of written language of BIPA A2 level learners at the University of Muhammadiyah Malang and found forms of errors in the form of sentence structure abnormalities and diction placement errors. This proves the need for effective BIPA teaching materials and also emphasizes learning Indonesian writing in accordance with Indonesian Spelling (EBI).

BIPA students in Southern Thailand are often influenced by Malay when learning foreign languages, this is because Malay is their mother tongue. In addition to using Thai as an official language when they go to school or do activities in government offices, they also use Malay when speaking a day – day (Pariyanto, Sudarwati, 2019). According to (Lado, 1957) this is called *language transfer*. Language transfer is common to bilingual or second language speakers, where speakers use first language linguistic elements when communicating with a second language or vice versa. This can be seen in the case of written language errors of Darul Maaref School Foundation students, students use word choices, spelling, or arrangement in discussions a Malay for writing Indonesian texts.

Because Darul Maaref School Foundation students were at a beginner level in learning Indonesian when this study was conducted, it is natural that there are some written language

errors which is found in the work of students. At this level, learners tend not to understand the grammar and rules of Indonesian and are influenced by their mother tongue, Malay. Like the word "cikgu" which should be "guru" in Indonesian. Because in Malay they use the word cikgu to call the teacher. And writing the word "bilik" which should be a "ruangan" or "kamar" in Indonesian. This can be overcome by practicing reading Indonesian texts or often hearing Indonesian songs, so that Indonesian patterns and Malay patterns can be distinguished and understood by students.

CONCLUSION

The results of this study show the acquisition of vocabulary and forms of language errors written sentences Indonesian students at Darul Mareef School Foundation, Satun, Thailand. Like previous studies, forms of written language errors in BIPA learners include written language errors with incomplete sentence types occurring 11 data, word arrangement 3 data, capital letters 96 data, pronouns 1 data, prepositions 15 data, word choices 27 data, spelling 46 data, hyphens 3 data, and affixes 2 data. Factors that cause students' written language errors include the influence of spoken language, learners who do not fully understand Indonesian, learners who are not careful to write Indonesian, and less effective BIPA learning. In this research, researchers only focused on analyzing written language errors, vocabulary, and also simple sentences.

Researchers also found limitations that might affect the results of the study such as limited research time, BIPA learning that has not been effective because it only lasts for a short time, then BIPA teaching materials that emphasize Indonesian rules in accordance with Indonesian Spelling (EBI). This has an impact on language errors found. Therefore, the implication of this research is the need for effective BIPA teaching materials, by emphasizing Indonesian in accordance with Indonesian Spelling (EBI) rules, but still fun for students. Furthermore, BIPA learning in schools in Southern Thailand, especially the Darul Maaref School Foundation to be held again, so that students who are interested in Indonesian can continue learning. BIPA teachers are also given sufficient training so that in addition to teaching, they can also provide feedback so that good and correct Indonesian writing by BIPA students will be realized. The results of this study are certainly not universal, nor are they permanent, because the level or context of BIPA learners is different. Therefore, further research is needed to verify the results of this study.

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